



2010
STARTALK SCCCS West LA Chinese Language
for Grade 6-11
CURRICULUM

Host Institution	Southern California Council of Chinese Schools	
Program Name	STARTALK SCCCS West LA Chinese Language for Grade K-12	
Language(s)	Chinese	
Age of Students	12 – 17	
Target Proficiency Level	Novice , Intermediate, Advance	
Program Setting	Residential ___	
	Non-residential <u>X</u>	
	Distance/Online Component ___	
	Other ___ (Please specify)	
Duration	Weeks: 4 weeks	Contact Hours: 80 hours
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A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

In our STARTALK classrooms, instructors plan for daily instruction by selecting levels of the most appropriate strategies and learning materials based on student learning profiles, abilities, levels of readiness, interests, needs, and goals. Each student will be tested and placed in an appropriate class based on their placement test results. They will have opportunities to listen, speak, read, write, and play with the language.

Students will be able to use the Mandarin language and understand Chinese culture in natural settings with Mandarin speakers and individuals of the Chinese heritage. In addition, heritage students will have opportunities to further develop their proficiency levels of four skills.

The Chinese learners in our STARTALK program will benefit from understanding and respecting the Chinese culture. STARTALK Chinese courses not only will open the door to studying Chinese cultures for the learners, but it also involves the whole community in learning about the Chinese culture.

B. Program Theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

Chinese level I: Family and school

Chinese level II: School, weather, and activities

Chinese level III: Neighborhood, destinations, home settings, holidays, and Chinese food

Chinese level IV: Holiday customs, social relationships, care of the home, cultural and leisure-time activities

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

	Subthemes
Unit 1	Chinese Level I: Chinese People Chinese level II: My School Chinese level III: South River Town Chinese level IV: Chinese Festivals
Unit 2	Chinese Level I: Chinese Names Chinese level II: Go to School by School Bus Chinese level III: Asking the Way Chinese level IV: Changes in China
Unit 3...	Chinese Level I: Students of Chinese Chinese level II: A day of Mine Chinese level III: Houses

	Chinese level IV: Travel
Unit 4	Chinese Level I: My family Chinese level II: Today's Weather Chinese level III: Chinese New Year Chinese level IV: Life and Wellness
Unit 5	Chinese Level 1: My Younger Brother Chinese Level II: Activities Chinese level III: Cooking and Banquets Chinese level IV: Gender Equality

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Goals	Standards	Students Can...
Communication	1.1 Interpersonal	Novice Level: List, name, identify, enumerate Intermediate Level: Initiate, participate in, and close a conversation, ask and answer questions. Advance: Describe, narrate, explain, state an opinion.
	1.2 Interpretive	Novice Level: Identify learned words, signs, and phrases in authentic texts. Intermediate Level: Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. Advance: Demonstrate understanding of the main idea and key details in authentic texts.
	1.3 Presentational	Novice Level: Reproduce and present a written, oral, or signed product in a culturally authentic way. Intermediate Level: Produce and present a simple written, oral, or signed product in a culturally authentic way. Advance: Produce and present a written, oral, or signed product in a culturally authentic way.
Cultures	2.1 Practices	Novice Level: Students use appropriate responses to rehearsed cultural situations. Intermediate Level: Students choose an appropriate response to a variety of situations. Advance: Students determine appropriate responses to situations with complications.

	2.2 Products	<p>Novice Level: Associate products, practices, and perspectives with the target culture.</p> <p>Intermediate Level: Demonstrate understanding of the roles products, practices, and perspectives play in the culture.</p> <p>Advance: Use products, practices, and perspectives in culturally appropriate ways.</p>
Connections	3.1 Knowledge of Other Disciplines	<p>Novice Level: Students demonstrate an ability to use Chinese to name concepts learned in Math computations, history, social study, arts, Geography, and Natural features.</p> <p>Intermediate Level: Students use Chinese to name concepts learned in other subject areas.</p> <p>Advance: Students discuss topics of other school subjects.</p>
	3.2 Distinctive Viewpoints	<p>Novice Level: Students use age-appropriate Chinese sources to learn topics of personal interest.</p> <p>Intermediate Level: Students read and/or listen to age-appropriate folk tales, short stories, poems, and songs in Chinese.</p> <p>Advance: Students read Chinese novels and use a variety of Chinese sources to prepare reports in Chinese and/or English on topics.</p>
Comparisons	4.1 Nature of Language	<p>Novice Level: Students notice major contrasts between Chinese and their own language.</p> <p>Intermediate Level: Students cite and use examples of borrowed words in Chinese and their own.</p> <p>Advance: Students express respect and are aware of usage to reflect status differences in both Chinese and in their own language.</p>
	4.2 Nature of Culture	<p>Novice Level: Students discover cultural differences ranging from everyday customs and habits.</p> <p>Intermediate Level: Students demonstrate an awareness of differences in daily activities in Chinese culture.</p> <p>Advance: Students compare nuances of meanings of words, idioms, and phrases in the Chinese language and their own.</p>
Communities	5.1 Beyond the School Setting	<p>Novice Level: Students communicate on a personal level with Chinese speakers via dialogues, notes, and cards.</p> <p>Intermediate Level: Students discuss their preferences concerning leisure activities and current events, in written and oral form, with Chinese speakers.</p>

		Advance: Students present information about the Chinese language and culture to others.
	5.2 Life-long Learners	Novice Level: Students present information about the Chinese language and culture to others. Intermediate Level: Students interact with Chinese speakers in activities of personal interest. Advance: Students interact with Chinese speakers in activities of personal interest.

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, Linguafolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
<p>Novice level students can</p> <ol style="list-style-type: none"> 1. greet others and introduce themselves 2. exchange personal information using simple phrases and short sentences 3. engage in conversations using memorized phrases. 4. exchange information about familiar things in a culturally authentic way. 5. handle short social interactions using memorized expressions. 6. associate products, practices, and perspectives with the target culture. 7. use age-appropriate Chinese sources to learn topics of personal interest 8. understand directions or instructions in a familiar setting 9. fill out simple form with basic personal information 10. write learned simple words <p>Intermediate level students can</p> <ol style="list-style-type: none"> 1. ask and answer questions on familiar topic to keep a conversation going 2. initiate, participate in, and close a conversation, ask and answer questions 3. demonstrate understanding of the general 	<p>Novice level students use formulaic language: lists, memorized expression, signs, and phrases, name, identify learned words and phrases, and discrete elements of daily life.</p> <p>Intermediate level students use created language: sentences and strings of sentences, topics related to self and the immediate environment.</p> <p>Advance level students use planned language: paragraphs and strings of paragraphs, concrete and factual topics related to the immediate and external environment.</p>

<p>meaning, key ideas, and some details in authentic texts</p> <ol style="list-style-type: none"> 4. state views and carry on conversations in uncomplicated situations and in a culturally authentic way 5. demonstrate understanding of the roles products, practices, and perspectives play in the culture 6. state similarities and differences within the Chinese cultures and among students' own cultures 7. use Chinese to name concepts learned in other subject areas 8. read and/or listen to age-appropriate folk tales, short stories, poems, and songs in Chinese 9. discuss their preferences concerning leisure activities and current events, in oral form, with Chinese speakers 10. give and seek personal views on a variety of familiar topics. <p>Advance level students can</p> <ol style="list-style-type: none"> 1. communicate with fluency on familiar topics and in complicated situations 2. describe, narrate, explain, state an opinion 3. understanding of the main idea and key details in authentic texts 4. participate actively in most informal and a few formal conversations 5. use products, practices, and perspectives in culturally appropriate ways 6. describe similarities and differences within the Chinese cultures and among students' own cultures 7. discuss topics of other school subjects 8. use a variety of Chinese sources to prepare reports in Chinese and/or English on topics 9. adapt language in most situations 10. use various Chinese media for entertainment or personal growth 	
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F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks:

Novice Level:

1. Students listen to teacher and match photos to each description heard.
2. Students watch short video clips about Chinese-speaking culture and identify key words and ideas.

Intermediate Level:

1. Students listen to or read authentic texts (e.g. newspaper article, radio broadcast, etc.) and answer questions to assess comprehension.
2. Students watch short video clips about Chinese-speaking culture and engage in describing, narrating, explaining, and stating an opinion.

Advance Level:

1. Students listen to or read authentic texts (e.g. newspaper article, radio broadcast, etc.) and demonstrate understanding of the main idea and key details in authentic texts.
2. Students watch short video clips about Chinese-speaking culture and engage in discussing, comparing and contrasting, and supporting opinions.

Interpersonal tasks:

Novice Level:

1. Students introduce themselves, exchange basic information about themselves, families, schools, and friends and ask questions of their interlocutor.

Intermediate Level:

1. Students engage in oral communication about a particular topic which relates to the

interpretive text.

2. Students express themselves with fluency and flexibility on a range of familiar and some new topics.

Advance Level:

1. Students engage in extended conversations and discussions on a wide variety of topics related to other disciplines.
2. Students use a variety of idiomatic and culturally authentic expressions.
3. Students can exchange general information about the community, leisure, travel, social, political and business issues.

Presentational tasks:

Novice Level:

1. Students give brief monologues about themselves, their family, schools, and friends and personal interests.
2. Students engage in describing posters, pictures, and photos.
3. Students engage in conversation with partners.
4. Students write their names, label items in a poster/picture, copy characters, and fill out forms with personal information.

Intermediate Level:

1. Students engage in presenting posters, videos clips, photos, dialogue, speeches, drama skits, brochures, and Web sites.
2. Students involve in producing oral and written Chinese demonstrating understanding of the general meaning, key ideas, and some details in authentic texts.
3. Students write notes, short letters, and short skits, and provide information on familiar topic in short paragraphs.

Advance Level:

1. Students engage in presenting videos clips, photos, speeches, drama skits, radio broadcasts, brochures, essays, Web sites.
2. Students engage in communication by sharing their research/opinions.
3. Students involve in producing oral and written Chinese demonstrating understanding of the main idea and key details in authentic texts.
4. Students write explanations, opinions and supporting reasons using connected sentences with many details.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance

arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students' attitudes and perspectives toward the target language and culture.

Examples	Brief description
<ol style="list-style-type: none"> 1. E-portfolios: Each student will set up an account with Wikispaces and upload their work, projects, writings, and journals to wiki. 2. Role play 3. Classroom projects (per chapter) 4. Direct instruction: paper-pencil assessment (pop quizzes, quizzes, exams, essays) 	<p>Students will be assessed on daily basis. All products they produced will be saved and uploaded to wiki in terms of well-rounded assessments. At the end of the program, participants will be evaluated with overall results tabulated and recorded to determine program efficacy.</p>

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	Classes are conducted primarily in Chinese.
Facilitate student-centered learning	Our language teachers plan for daily instruction by selecting levels of the most appropriate strategies and learning materials based on student learning profiles, abilities, levels of readiness, interests, needs, and goals. Students engage in pair/group activities during classroom time.
Ensure meaningful interaction in the target language	We have two language teachers co-teaching one class. Co-teaching will best serve the needs of struggling learners. The partnership lowers the teacher-to-student ratio and provides comprehensive instruction for all students.
Integrate language, culture and content	<ol style="list-style-type: none"> 1. Classroom environments are discourse-rich 2. Chinese language and culture are integrated in daily lesson plans.

Differentiate instruction based on student need	Four levels of direct-instruction are available. A placement test results will be used to ensure proper placement.
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I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	Level I: Far East Chinese for Youth, Level I Level II: Far East Chinese for Youth, Level II Level III: Far East Chinese for Youth, Level III Level IV: Integrated Chinese, Level 2, Part 2
Realia / Authentic materials	Authentic China/Taiwan map, flag, lanterns, shan shui paintings, calligraphy, paper cutting, embroidery, Chinese knotting, restaurant menus, bowls, chop sticks, Chinese food/candies, and Chinese traditional clothing
Multimedia	Chinese video clips, internet access for international Chinese channels, Chinese newspapers/magazines/novels/books

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Students need to set up account with Wikispaces where teachers and students discuss and exchange opinions online. Students are required to learn typing Chinese characters using free software and search online to explore information regarding learning material as needed.

Technological Tools	Explanation
Textbook Audio/Video, DVD, ,	Classroom activities
Internet	Homework, project research
Glogster, PhotoStory, Comiqs, Yodio	Class projects (integrate photos, narration, sound, music, and animation)
PowerPoint	Homework, Classroom presentation